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border of the tidal flats. The outlying islands, of which Sylt is here described, consist of remnants of Tertiary strata, overlaid by drift. Long wings of beach and dunes stretch north and south from the western front of the island, with slightly convex outline towards the North sea and in-bent hooks at their end. The wings are much longer than the front of the island from which they are spread.

W. M. DAVIS.

JESSE WILLIAM LAZEAR MEMORIAL.

ON the 25th of September, 1900, Jesse William Lazear, at that time Acting Assistant Surgeon in the United States Army and a member of the Government Commission for the investigation of yellow fever, lost his life from that disease at Quemados, Cuba.

Doctor Lazear was born in Baltimore County, Maryland, in 1866, and graduated from the academic department of the Johns Hopkins University in 1889. In 1892 he received the degree of M.D. from Columbia University. From 1892 to 1895 he spent his time in study and investigation in Europe and as an interne at the Johns Hopkins Hospital in Baltimore. During the following three years and a half, while a member of the staff of the Out-Patient Department of the Johns Hopkins Hospital, he did much valuable work as a teacher and investigator in the laboratory of clinical pathology. In February, 1900, induced by the opportunity for research concerning malarial and yellow fevers, Lazear became an acting assistant surgeon in the United States Army and was assigned special laboratory duties at Columbia Barracks, near Havana. Later, he was appointed member of a special government commission for the investigation of yellow fever. The brilliant discoveries of this commission concerning the ætiology and manner of infection of yellow fever have recently been referred to in public by a distinguished pathologist as the most important piece of work by American students since the discovery of anæsthesia. To these results Lazear, as a member of the commission, contributed largely. The final proof of their discovery that the disease is transferred by the bite of a certain mosquito could only be obtained by direct experiment

upon a human being. To this experiment Lazear, with another of the committee, courageously and heroically subjected himself, and in the performance of this noble duty he lost his life.

The many friends and admirers of the talented and accomplished student, of the brave, true, self-sacrificing man, desire to establish a lasting memorial to him and to his work. To this end a meeting was held on the evening of Wednesday, May 22, which was presided over by Professor William Osler. At this meeting it was concluded that the nature of the memorial could better be decided upon when some idea could be obtained as to the amount of money available. It was, therefore, decided that a committee consisting of Dr. Stewart Paton and Dr. William S. Thayer be appointed to arrange for the distribution of a circular among the friends and admirers of Lazear, setting forth the object of the meeting. It is earnestly hoped that not only those who have known and admired Lazear and his work, but also others, who appreciate courage and manliness and self-sacrifice, may contribute to the fund for the Jesse William Lazear Memorial.

Subscriptions may be sent to Dr. Stewart Paton, treasurer, 213 West Monument Street, Baltimore, Md. It is to be hoped that the response to this circular may be made early, as it is hoped to be able to decide upon the nature of the memorial by the middle of June.

WILLIAM OSLER, *Chairman.*

STEWART PATON,
WILLIAM S. THAYER, } *Committee.*

THE AMERICAN LIBRARY ASSOCIATION.

AT the annual meeting of the American Library Association, held at Waukesha, Wis., the 3d to 10th of July, a Round Table meeting was devoted to professional instruction in bibliography. The chairman, Mr. A. G. S. Josephson, of Chicago, in his introductory remarks, pointed out the need of solid bibliographical scholarship as a prerequisite of the librarian and urged the establishment at some university of a post-graduate school of bibliography. Such a school should, in the opinion of the speaker, offer instruction in bibliography

proper—*i. e.*, knowledge of the repertories and the record literature; classification of knowledge and history of science as the foundation of the classification of books; bibliographical methodology—*i. e.*, the principles of cataloging; history of libraries and library administration; history of printing and publishing. A communication had been received from Dr. Med. J. Leche, of Göttingen, assistant to Professor C. Dziatzko, outlining the course of bibliography given by the latter. This outline was supplemented by reminiscences from a sojourn at Göttingen by Mr. A. S. Root, librarian and professor of bibliography at Oberlin College, who also spoke of the courses given by himself. Mr. G. W. Harris, of Cornell, and Mr. J. I. Wyer, of Nebraska, told of courses given by them. A most important contribution to the discussion was made by Professor Charles H. Haskins, of the University of Wisconsin, who not only told of the course in historical bibliography given by himself, but enlarged on the importance of bibliographical studies, not only for librarians but for scholars in general. He heartily endorsed the views of the chairman in regard to the importance of a special school of bibliography.

Several speakers, among them the librarian of the John Crerar Library, Chicago, Mr. C. W. Andrews, spoke of the difficulty of obtaining for library service men trained in science and at the same time familiar with bibliographical and library methods.

MR. CHAMBERLAIN ON THE FUNCTIONS OF
A UNIVERSITY.

At the first congregation of the University of Birmingham, Mr. Chamberlain made an address in the course of which, as reported in the *London Times*, he said: What should constitute an ideal university? It may be presumptuous in me to attempt a definition, and yet when we are at the outset of our career it is necessary, it is desirable, that we should have some clear conception of the standard at which we are going to aim. And I would venture to lay down four qualifications as necessary to a perfect university. In the first place, it should be an institution where all existing knowledge is taught. Such a university

may, perhaps, never yet have been attained; want of means may always prevent it, but at least that is the object at which we should aim, and we should never rest satisfied until we can say that no student desirous of instruction in any branch of learning shall be turned hungry away from the doors of this University. No doubt the enormous development of knowledge, and especially of its scientific side, during the present century requires a certain specialization in the teaching of that knowledge, and I think it may be desirable, I think it may be necessary, that universities also should be specialized, and that one university should pay more attention than another to particular studies; but I believe at the same time that it would be fatal if in our desire as a modern university to give a special development to the practical and thorough teachings of our scientific work, it would be a great mistake, I say, if we were to exclude or to neglect the older branches of learning. Well, then, in the second place, a university is a place where the knowledge that has been acquired has to be tested. And as to that I will only say that in the multiplication of examining bodies I hope that nothing will be done, either by us or by our successors, to lower the standards of proficiency, whether in the ordinary pass or in the highest honors. I conceive that common prudence should teach us to keep up the value of the degrees which we have begun to confer to-day, and nothing would be more unwise, more fatal to our reputation and to our ultimate success than that we should endeavor to multiply the number of our students at the expense of their quality. Then the third feature to which I should call attention, and which I am inclined to say is the most important of all, is that a university should be a place where knowledge is increased and where the limits of learning are extended. Original research, the addition of something to the total sum of human knowledge, must always be an essential part of our proposals. We want to secure that those who teach in this University shall never cease to learn, and that those who are students shall unite with them in the work of fresh and new investigation. And, lastly, a university is a place where the